

TEA



**Planning for Back
to School:
Elementary
School Grades
3-5 Remote
Learning**



Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for **an Elementary School Grades 3-5 remote learning model**

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.



The purpose of this document is

- To be a launch pad for the design of elementary school grades 3-5 remote learning model
- It is most useful to use as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21



This school model is a remote model

On-campus

Student plans to participate in on-campus instruction 100% of the time

Remote

Student plans to participate in remote learning 100% of the time

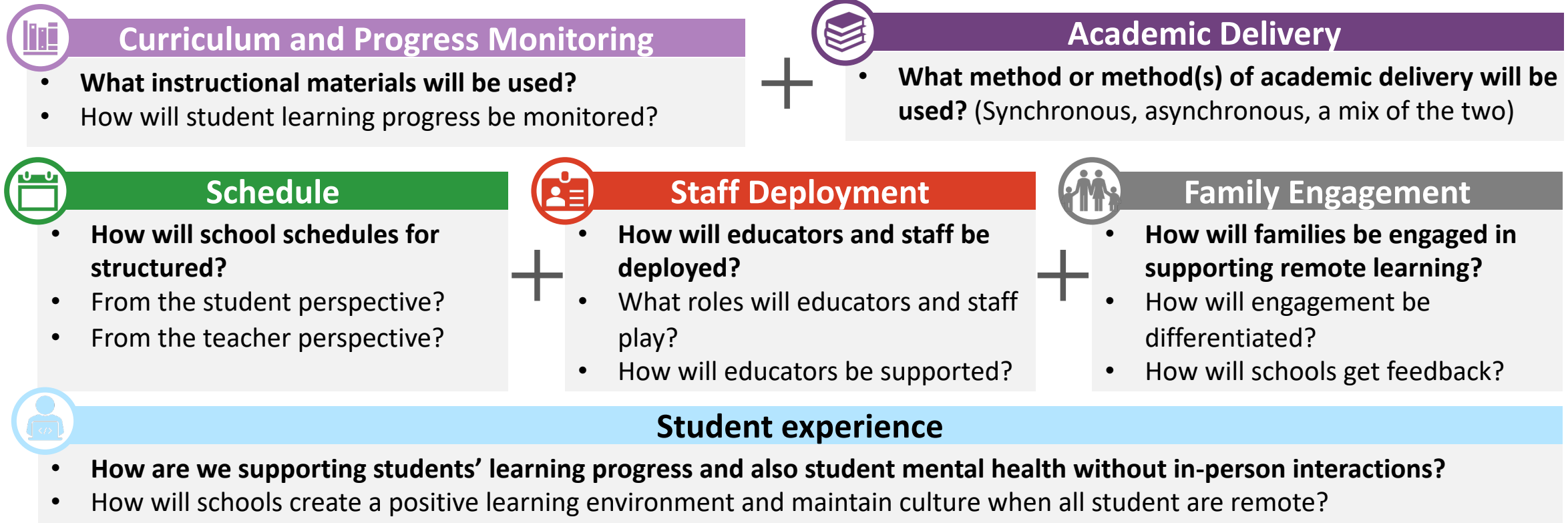
Hybrid

Student plans to participate in an intentionally designed mix of on-campus and remote learning



School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



This model solves for

- Family desires to have students remain fully remote
- Engagement during core / foundation subject instruction
- LEA aims to deliver consistent synchronous instruction in all core / foundation content areas, supported and reinforced by personalized learning



This model qualifies for

- Option A: for synchronous instruction, students are eligible for **Method A synchronous funding**. This requires submitting an attestation to TEA
- Option B: for both asynchronous and synchronous
 - For asynchronous instruction, students are eligible for **Method B asynchronous funding**. This requires submitting a plan to TEA
- *See more detail at the TEA SY20-21 Attendance and Enrollment FAQ ([linked here](#))*



Objectives



Overview of **school-level model design considerations**









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Grades 3-5 Remote

This model aims to:
Provide synchronous instruction supported and reinforced by self-paced, personalized learning

Synchronous		Asynchronous	
 All subjects on a rotating basis 			
 Small group tutorials		 Tech-enabled	
 Community circles		 Ongoing monitoring	

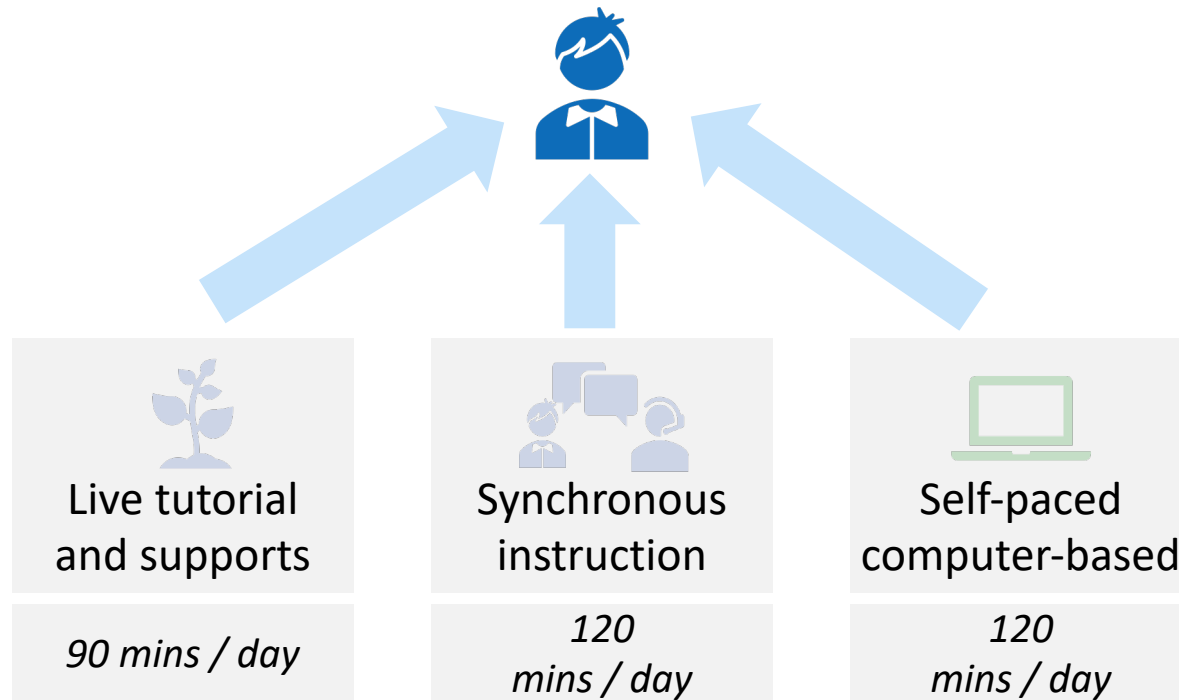
Dimensions

Curriculum & Progress Monitoring		Academic Delivery	
<ul style="list-style-type: none">School/district adopted curriculum is adapted for remote learning or district adopts a new curriculum for remote learningLearning Management System (LMS) analytics and teacher review impacts personalized learning plans		<ul style="list-style-type: none">Alternating days of synchronous and asynchronous instruction across all subjectsEligible funding method:<ul style="list-style-type: none">Option A: Method A (Synchronous)Option B: Methods A & B	
Student Schedule		Staff Deployment	
<ul style="list-style-type: none">Defined schedule mirrors that of a traditional school day		<ul style="list-style-type: none">Lead teacher teams deployed by grade and departmentOther teachers act as coaches	
Family Engagement			
<ul style="list-style-type: none">Schools offer trainings, daily schedules, weekly progress updates, and a dedicated staff member			
Student experience			
<ul style="list-style-type: none">Community circles meet daily to foster connection between students			

Grades 3-5 Remote



Student Experience



- Students are **grouped** into cohorts of ~25 students
- Students receive **live instruction daily**, with **open tutorials** for all subjects daily for one-on-one or small group support
- All subjects are taught via both **synchronous and asynchronous methods**, on an every other day
- Students participate in **daily community circles** to foster connection amongst students and engage in **mental health and well-being supports**

Grades 3-5 Remote



Student Schedule Option A: Departmentalized model

Illustrative daily schedule for a 4th grade of 100 students

Time	Class 1	Class 2	Class 3	Class 4
:30	Community circle			
:30	Reading/ language arts (RLA)	Math	Specials	Specials
:30				
:15	Break			
:30	Specials	Science	Math	RLA
:30		History		
:15	Break			
:30	Math	RLA	Science	Math
:30			History	
:30	Lunch			
:30	Science	Specials	RLA	History
:30	History			Science
:15	Break			
:30	Live tutorial / small group support			
:30				

Synchronous instruction
 Asynchronous instruction

- Students start each day with a **community circle** inclusive of peer-to-peer interaction and social and emotional learning
- All students receive **210 minutes, nonconsecutively, of synchronous instruction**
- Students are **pooled** into class sizes around ~25 students
 - Students see at least 2 teachers per day
- Teachers / **schools provide daily schedules** students / parents can follow
- All subjects alternate days of synchronous and asynchronous**
- Students attend the **live tutorial in the subjects** in which they need **additional support**
- Students have **daily enrichment** activities ('specials')
- Within a 60 minute block it is appropriate for students to **engage in 3-4 different, but related activities** that may include introduction or development of new content, independent practice/application or reading, review or fluency, and a progress check.
 - For example, a math block may include related fluency practice, application problem or task that develops new learning, set of practice problems, and/or an exit ticket

Funding method eligibility and considerations:

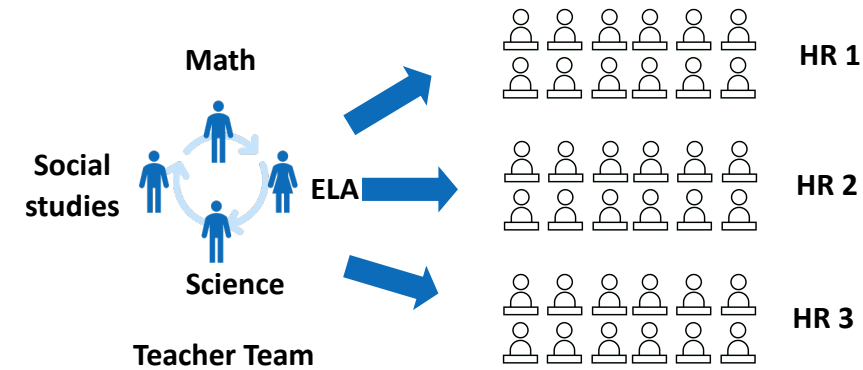
- Method A:** students receive sufficient minutes of synchronous instruction to qualify for method A funding (see [FAQ](#))



Grades 3-5 Remote



Staff Deployment and Roles (1/2) Option A: Departmentalized model



- Some teachers are departmentalized by grade
 - Lead teachers are appointed per subject per grade; these teachers are put into teams that cover all core / foundation subjects (1 for each subject per ~100 students)
 - Lead teachers are responsible for leading synchronous instruction for the grade and for content adaptation and support for the remote learning environment, where needed
 - Specials teachers are not on teams and may teach multiple grades
- Other **educators support content creation for asynchronous learning and act as student coaches and progress monitors**
 - Coaches are responsible for student grading and progress monitoring, conducting tutorials, and student check-ins
 - Coaches are paired with a class, as opposed to a subject, to offer consistency for students, and they follow the same class schedule. In this way, they are better able to track student progress and build relationships
- LEAs interested in the departmentalized model but that do not have a sufficient number of educators to departmentalize within a grade may consider departmentalizing across grades

Grades 3-5 Remote



Staff Deployment and Roles (2/2) Option B: Departmentalized model

Illustrative day schedule for a 4th grade teacher

Time	Math teacher	RLA teacher	History teacher	Specials teacher
:30	Community circles			
:30	Class 2	Class 1	Shared student meetings	Class 3
:30				
:15	Break			
:30	Shared student meetings	Prep	Content planning	Class 1
:30			Class 2	
:15	Break			
:30	Class 4	Prep	Prep	Grade 5 Class 2
:30				
:30	Lunch			
:30	Prep	Class 3	Class 4	Prep
:30			Prof. Dev.	
:15	Break			
:30	Alternating tutorials and content planning time			
:30				

 Time with students

Content adaptation and support

- Lead teachers have time to review student work, and adapt curricula for remote learning, where needed
- Teachers use available data on student performance on assignments and student reviews to inform and iterate on lesson plans

Shared student meeting

- Teachers in the same grade band meet to discuss individual students, particularly to identify any who may need additional support academically, emotionally, and/or socially

Prep period

- Dedicated time for grading and progress monitoring to review student assignments, LMS progress, etc.
- Teachers are required to provide weekly feedback for students

Tutorials

- Time when students can seek 1-on-1 or small group support / instruction based on grade level and subject matter



Grades 3-5 Remote



Student Schedule Option B: Homeroom model

Illustrative student schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
:30 min	Community circle				
:30 min	RLA	Math	RLA	RLA	Math
:30 min					
:15 min	Break				
:30 min	History	Specials	1:1 teacher meetings	History	Specials
:30 min	Science			Science	
:15 min	Break				
:30 min	Specials	History	Math	Specials	History
:30 min		Science	Math		Science
:45 min	Lunch				
:30 min	Math	RLA	Science	Math	RLA
:30 min			History		
:15 min	Break				
:60 min	Live tutorial / small group support				

Synchronous instruction
 Asynchronous instruction

- Students start each day with a **community circle** inclusive of peer-to-peer interaction and social and emotional learning
- Students are assigned to class sizes around ~25 students
- Students spend **half the day participating in synchronous instruction** (every day except Wednesdays) and **the other half in asynchronous instruction**
 - All subjects alternate days of synchronous and asynchronous instruction M-T and Th-F; Wednesdays are primarily asynchronous learning with some community and small group support time live as well
- Students needing additional support attend the **live, small group tutorials with their teachers**
- Students have **daily enrichment** activities ('specials')
- Within a 60 minute block it is appropriate for students to **engage in 3-4 different, but related activities** that may include introduction or development of new content, independent practice/application or reading, review or fluency, and a progress check.
 - For example, a math block may include related fluency practice, application problem or task that develops new learning, set of practice problems, and/or an exit ticket

Funding method eligibility and considerations:

- Method A:** students receive sufficient minutes of synchronous instruction on Monday, Tuesday, Thursday, and Friday to qualify for method A funding (see [FAQ](#))
- Method B:** students qualify for Method B funding on Wednesdays; LEAs will have to submit an asynchronous plan



Grades 3-5 Remote



Staff Deployment and Roles (1/2) Option B: Homeroom model

Illustrative teacher schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
:30 min	Community circle				
:30 min	RLA	Math	Prep	RLA	Math
:30 min					
:15 min	Break				
:30 min	History	Prep	1:1 student meetings	History	Prep
:30 min	Science			Science	
:15 min	Break				
:30 min	Prep				
:30 min					
:45 min	Lunch				
:30 min	Prep				
:30 min					
:15 min	Break				
:60 min	Live tutorial / small group support				
:60 min	Weekly PLC				

Time with students Prep time

- Teachers are dedicated to one class of ~25 students, similar to a traditional on-campus schedule
 - Teachers teach all subjects except specials
- Because teachers must teach all core / foundation subject areas across two modalities, there is **additional planning time built** into the day and week
- Prep / Planning time** is intended to be used for the following activities:
 - Content adaptation and support:** Expert teachers have time to review student work and adapt curricula to the remote learning environment, where needed. Teachers use available data on student performance on assignments and student reviews to inform and iterate on lesson plans.
 - Grading / progress monitoring:** Dedicated time to review student assignments, LMS progress, etc. Teachers are required to provide weekly feedback for students
 - Tutorials and 1:1 student meetings:** Time when students can seek 1-on-1 or small group support / instruction based on grade level and subject matter
- Teachers will also engage in weekly **Professional Learning Community (PLCs) meetings** discussing topics such as effective methods for remote student engagement, mental health and wellbeing, etc.



Grades 3-5 Remote



Academic Delivery

Synchronous



Asynchronous



Students receive **daily synchronous instruction for three subjects per day**; subjects rotate synchronous and asynchronous instruction every other day



Teachers offer **1-on-1 sessions and small group live instruction** to support students, where needed



Students complete **asynchronous instruction** on alternating days across all subjects using software, recorded videos, and assignments



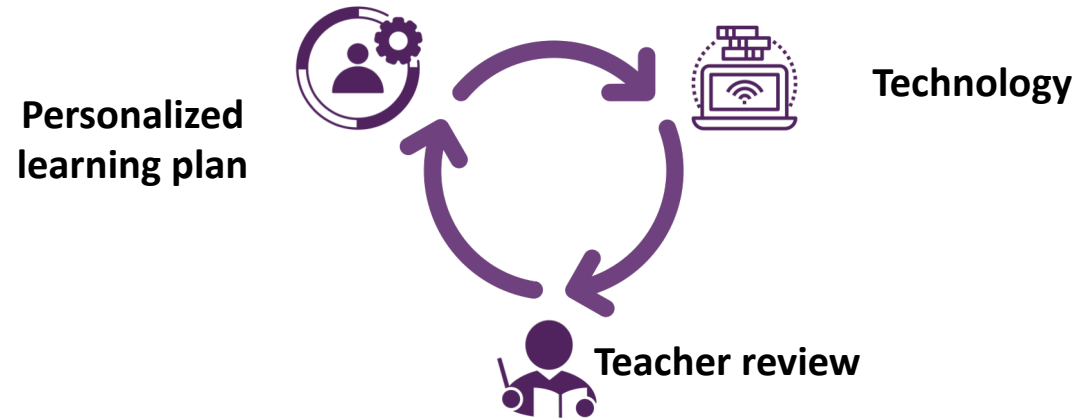
The use of **technology and software programs** enables **adaptive and personalized learning** experiences, helping counter the COVID slide



Grades 3-5 Remote



Curriculum and Progress Monitoring

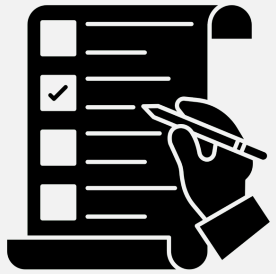


- School/district **curriculum is adapted for remote learning** or district **adopts a new curriculum** for remote learning
 - Curriculum is adapted to be able to **transition between remote and on-campus learning**, or is tailored to be effective for remote learning
- Teachers create a **personalized learning plan** for each student
- **Technology platforms support student pacing and mastery evaluation**
- Teachers leverage **technology data-tracking** as well as **assignments** and **student check-ins** to adapt learning plans

Grades 3-5 Remote



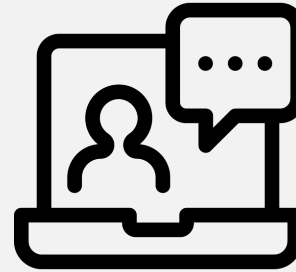
Family Engagement



Schools provide parents/students with **daily schedules** to follow learning plan



Parents / guardians receive **weekly progress updates** from teachers on student performance and engagement via **preferred contact method**



School provides **training resources and webinars** to parents / guardians on remote learning tools and how to best support at-home learning



Staff members are assigned to check-in with families weekly to solicit feedback, understand needs / challenges, and make connections with resources

